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ABSTRACT

Evaluated with a total of 89 parents was the effectiveness of a structured reporting format in guiding the parent teacher conference so that parents were able to acquire and/or maintain realistic expectations of their learning disabled children's abilities. The form included a section asking parents to explain their goals for the child, a section presenting the pupil's academic strengths and weaknesses in a graphic manner, a section on detailing the child's work habits, and a summary section. Indications of parental growth were observed in their self evaluation responses and their children's improved school performance both of which improved after the parent teacher conferences regardless of whether the reporting form was used. Appended are the results of the teachers' evaluation of the form, a sample reporting form, and a summary of post-conference teacher evaluations. (DB)

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HELPING PARENTS ACQUIRE AND/OR MAINTAIN REALISTIC EXPECTATIONS OF THEIR CHILD'S LEARNING ABILITIES

by Kenneth A. Wray

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

EC100252

Baltimore Cluster
Dr. H. C. Allison, Coordinator

Mini Practicum Report
November, 1976

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Abstract

The purpose of this practicum was to help parents acquire and/or maintain realistic expectations of their child's learning abilities. Development of a structured reporting format, resulting in an in-depth reporting system, was designed to help provide such parental growth. Indications of parental growth were observed in their self-evaluation responses. Their growth was accompanied by their children's improved school performance. Credit for both of the above positive developments, which occurred after the parent-teacher conferences, apparently must be attributed to the conferences not the reporting form.

Introduction

This project was an effort to reduce the problems which exist within the families of learning disabled children. Of particular concern are the problems which arise from parental misunderstanding of their learning disabled offspring. The relationship between this problem and parental unrealistic expectations are discussed in the first section.

The objective of this practicum is to determine if a structured, written, reporting form, used during parent-teacher conferences is of value in assisting teachers in helping parents to maintain and/or acquire realistic expectations of their child's learning abilities.

Development and implementation of the reporting form is discussed in this phase of the report. Particular attention is given to explaining each section of the report form and its purposes.

Summative aspects of the evaluation are described, analyzed, and interpreted. The results of teacher-counselor evaluation (rating) of parents and pupils are a major aspect of the evaluation. The other major aspect of the project evaluation is the parents' self-evaluation results.

Interpretation of the evaluation results leaves us with renewed enthusiasm toward the importance of teachers helping

parents "grow" with their children. Parent-teacher conferences continue to rate high as a fundamental strategy to use in helping parents better understand their children.

HELPING PARENTS ACQUIRE AND/OR MAINTAIN REALISTIC EXPECTATIONS OF THEIR CHILD'S LEARNING ABILITIES

By Kenneth A. Wray*

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* Principal of Hebbville-Lansdowne Educational Center, Baltimore County, Maryland. The school enrollment is ninety pupils. The Center is an elementary school for pupils with learning disabilities.

HELPING PARENTS ACQUIRE AND/OR MAINTAIN REALISTIC EXPECTATIONS OF THEIR CHILD'S LEARNING ABILITIES

Identifying the Problem

Parents who have unrealistic expectations of their children's learning ability often cause their children to develop serious self-concept problems. These unrealistic parental expectations typically exist because they do not adequately understand the child. Many of our pupils' parents have a limited understanding of their child's learning ability and disability.

Pupils at Hebbville-Lansdowne Educational Center appear at the extreme left side of the bell-shaped curve of achievement in spite of their average or higher mental potential. They possess learning disabilities which severely hamper their acquisition of learning skills and subject matter.

Hebbville-Lansdowne Educational Center, which opened in 1971 in the southwestern area of Baltimore County, Maryland, exists in two buildings about 12 miles apart. It is the only special school program of this type in our school system.

This writer has worked with learning disabled children and their parents since 1959, and is concerned about the unrealistic expectations many parents have for their children. In most cases, these parents underrate their child's potential

both academically and socially. This is demonstrated in what they say about their child in phone and in-school conferences. Such labels as "lazy", "dumb", and "good-for-nothing" are widely used my many of our pupils' parents. Parents' own descriptions of the manner in which they deal with their children indicate an impatience with their learning disabilities. In most cases, such parents seriously underrate their child's potential. Philage, Kuna and Becerril observed that parents of learning disabled children doubted their children's ability to "...develop within stressful circumstances and programmed their children to fail. The expectation was failure, failing was reinforced, and failure was what the children produced." [1]

The question is raised, assuming that this is a problem, what influence does parents' serious underrating of their child's potential have upon the administration of the Hebbville-Lansdowne Educational Center? Generally, the children are already self-defeated by their many years of academic failure. Compounding this unfortunate problem of low self-esteem is that which their parents add to the child's problem of low self-concept. To expect the pupils to improve their self-concept, the Educational Center staff must maintain and/or acquire the support of parents

[1] Mary L. Philage, Daniel J. Kune, Gloria Becerril, "A New Family Approach to Therapy for the Learning Disabled Child," Journal of Learning Disabilities, 8, October, 1975, 22.

who understand their children. Our pupils must hear the truth about their strengths and limitations, with particular emphasis upon their strengths, from both their parents and teachers.

These parents have lived without a clear understanding of their child's problem and how it causes school failure every day of their child's school life. This is a most unfortunate environment for the parents as well as the children. It is the parents' misunderstanding of their child's learning ability and disability that we are striving to reduce. It seems that as their understanding increases, their expectations and behavior toward the child will become more realistic, patient, and positive.

Objective of the Practicum

The objective of this practicum is to determine if a structured, written, reporting form, used during parent-teacher conferences, is of value in assisting teachers in helping parents to maintain and/or acquire realistic expectations of their child's learning abilities. Will more parents show indications that they better understand their child's weaknesses and strengths with a structured reporting format in contrast to our traditional manner of reporting to parents during a parent-teacher conference? As an objective, this seems most difficult to measure. With that in mind, we set out to observe pupil progress before and after parent-teacher conferences. Teachers and counselor, together,

combined their judgement of pupils' school progress prior to and after conferences in which parents met with the teachers.

There was a two-fold means by which the attainment of the objective was to be determined. By the conclusion of this project, parents identified as needing to improve their understanding of their children were to indicate this improvement in a self evaluation. It was expected that their children would show greater school progress following the use of the reporting form. Teacher-counselor determination would be involved here.

Solution and Strategy

The faculty members in both buildings shared the concern about the problem of lack of parental understanding of their children. The teachers in the Hebbville Building are somewhat older, but with less professional experience, than those in the Lansdowne Building. Both faculties were dedicated to the objectives. The Hebbville faculty chose to pursue the objective of helping parents better understand their children by way of their traditional reporting conference. (Traditional here means whatever they have been doing over the recent years.) The Lansdowne faculty used the reporting form approach. Contamination between the two methods was avoided because each faculty used an approach independent of the other.

At Lansdowne, we strived to develop a form that enabled teachers to project to parents more consistently and clearly an indepth picture of their child's learning strengths and weaknesses. It was our hope that the quality of teacher reporting would result in a parent better equipped to accept and support the child than our past traditionally unstructured type of conference produced. It was anticipated that certain parents would require numerous conferences throughout the year to facilitate the comprehension of their child's learning strengths and weaknesses. Though this became a reality in some cases, our main effort was thrust over a period of five weeks. The primary elements of the practicum were to develop the indepth report form (Appendix A), and to put the form into use during parent conferences at Lansdowne. Prime emphasis to parents was the child's strong and weak areas of learning ability which were related as nontechnically as possible. Specifically, the parents received an explanation about their child's instructional levels, mental potential, learning modality test results, and teacher observations.

The Reporting Form which was developed contained the presentation of the above cited information in a graphic style following two questions which the parents were asked.

> "What goals, hopes, etc. do you have for your child for this school year? beyond this school year?"

The two purposes of these questions were: first, to straightforwardly gather such information which could lead the way to

immediate or future clarification possibilities by the teacher. Where parents, for example, indicated that they were pursuing overly demanding goals for their child, our teachers could be keyed into this. Parents who, more typically possessed unnecessarily low aspirations for their children could be counseled by our teachers or counselor. Secondly, this question section was beneficial to the teachers in that they were able to get to know parents faster.

The second section of the form presented the pupils' academic strengths and weaknesses in a graphic manner. The teacher, using this part of the form, was able to present to parents the child's functioning level in academic and non-academic skills and subjects as well as learning modes in comparison with his/her ability level.

It was anticipated that the most meaningful portion of the form was going to be the portion which pertained to the pupil's learning strengths and weaknesses. This expectation materialized. The teachers found most parents to be quite interested particularly as they learned of implications of their child's strengths and weaknesses. This was pursued by the teachers by suggesting to the parents ways to capitalize upon the child's strengths. Examples of how to guide the child away from situations which make demands upon his or her weakest learning abilities were shared to help increase parents' understanding of their children.

Work habits were projected in a detailed manner in the third section of the reporting form. A workup was made of the child's work habits as were exhibited in each subject or skill lesson time. (Appendix A) This section gave the parent and teacher an overview of the extent to which the child exhibited positive work habits in a variety of academic and non-academic settings.

The Work Habit Work Sheet is more than just a work sheet. Initially, the teacher used it to determine in which instructional settings the child demonstrated positive work habits. A summary of this information was posted on the Work Habits Strengths and Weaknesses Section. However, the Work Sheet also served to demonstrate to both parent and teacher the specific positive work habits the child possesses in each academic and non-academic instructional setting.

Finally, there is the Summary section. In this section, the parents were asked about the ways they were going to assist the child to attain the goals they had set for the child. These goals may be those they related at the outset of the conference or those to which the teacher had guided the parent during the conference. It is in this section of the conference that the teacher shared concrete suggestions with the parent in regard to home expectations. These suggestions were based upon the Academic and Work Habits Profiles. Within one to two days following the parent-teacher conference,

a self-evaluation questionnaire was mailed to each parent participating. This will be discussed in the evaluation section.

Evaluating the Results

Our objective was to determine if the use of the reporting form, compared to our teachers' traditional reporting style, would result in more parents giving indication that they better understood their child's learning strengths and disabilities. Such parent indication or absence of it would be projected by parents on a Self-Evaluation Questionnaire. Parents failing to participate in parent-teacher conferences were asked to respond to another questionnaire as a means of better understanding their uninvolvement.

There was an additional summative phase of the evaluation. It was in the form of a teacher-counselor check list of items geared to determining several behaviors. (Appendices B:1-8)

1. Teacher-counselor pre-conference evaluation of which parents particularly needed improved understanding of their child.
2. Teacher-counselor post-conference evaluation of which pupils demonstrated improved school (academic and/or social) progress.

The results of the teacher-counselor pre and post conference evaluation and the parent evaluation are summarized in Table 1.

TABLE 1

Number of Cases Where Conferring Parents Responded Affirmatively and Whose Children Demonstrated School Progress Following Conferences

Parent-Pupil Responses	HEC - 40 pupils (Reporting Form not Used)	LEC - 49 pupils (Reporting Form Used)
1. Parents needing improved understanding of children	33 (83%) (out of 40)	32 (65%) (out of 49)
2. Parents (needing improved understanding) conferring with teachers	27 (82%) (out of 33)	29 (91%) (out of 32)
3. Conferring parents responding to post-conference self-evaluation	13 (48%) (out of 27)	10 (34%) (out of 29)
4. Conferring parents responding affirmatively to post-conference self-evaluation	10 (77%) (out of 13)	10 (100%) (out of 10)
5. Conferring parents who responded affirmatively and whose children demonstrated sustained school progress following conference	8 (80%) (out of 10)	10 (100%) (out of 10)
6. Pupils demonstrating school progress following conference	19 (70%) (out of 27)	26 (90%) (out of 29)

Summary of Hebbville Educational Center pre and post-conference evaluations (reporting form not used): Thirty-three of the 40 parents (83%) were rated as needing improved understanding of their child. Twenty-seven of the 33 parents (82%) conferred with the teachers. The teacher-counselor post-conference evaluation indicated that 19 of the pupils (70%) demonstrated school progress following the conference.

Thirteen of the 27 parents (48%) conferring with the teachers responded to the post-conference self-evaluation. Ten of the 13 (77%) felt as though they were able to use teacher suggestions at home.

Teacher-counselor post-conference evaluation showed that in eight of the 10 cases (80%) where parents evaluated themselves in the affirmative, the pupil demonstrated school progress after the conference.

Summary of Lansdowne Educational Center pre and post-conference evaluations (reporting form was used): Thirty-two of the 49 parents (65%) were rated as needing improved understanding of their child. Twenty-nine of the 32 (91%) conferred with the teachers. The teacher-counselor post-conference evaluation indicated that 26 of the pupils (99%) demonstrated school progress following the conference.

Ten of the 29 parents (34%) conferring with the teachers responded to the post-conference self-evaluation. All 10 (100%) felt as though they were able to use teacher suggestions at home.

Teacher-counselor post-conference evaluation showed that in all 10 of the cases (100%) where parents evaluated themselves in the affirmative, the pupils showed school progress after the conference.

Interpretation of Table 1:

Line 1: Parents needing improved understanding of their children

The HEC faculty may have demonstrated greater sensitivity in its citing more parents needing improved understanding of their children. However, it is possible that there were more parents actually exhibiting such needs.

Line 2: Total number of parents (needing improved understanding) conferring with teachers

About the same percentage of parents were attracted to conferences in each school.

Line 3: Conferring parents responding to post-conference self-evaluation

The percentage of parents in the two schools responding to the post-conference self-evaluation was within a close range, 48% at HEC,

34% at LEC. Considering performance nationwide of voluntary responses to mailed surveys, etc., parents performance in both of our schools was comparable.

Line 4: Conferring parents responding affirmatively to post-conference self-evaluation

We cannot be sure that the high level of self-affirmation was enjoyed by the nonrespondents. However, responders are usually the stronger thinkers as well as those who have negative feedback to share. Positive feedback often is not shared because it is assumed that there is general awareness of the positive.

The HEC (77%) and the LEC (100%) parental affirmative self-evaluation should be considered a good response.

Line 5: Conferring parents responding affirmatively and and whose children demonstrated sustained school progress following conference

It is apparent that the important element, in our project of helping parents better understand their learning disabled children, is conferring with them. The introduction of the teacher reporting form and the parental self-evaluation into the project made no apparent contribution to increasing this parental understanding.

Line 6: Pupils demonstrating school progress following conferences

At both schools, there was a high percentage of parents who conferred with the teachers and whose children demonstrated school progress following the conference, but who did not return a self-evaluation to school. At HEC, this was 11 out of 19 (58%); and at LEC, 16 out of 26 (62%).

This aspect of the project particularly supports the conclusion, already made, that the important element in our project was the conferences achieved.

Follow-up

The LEC teachers were asked to evaluate the reporting form. Their responses are indicated in Table 2.

It is evident that we must continue communicating with parents through conferences. Although there was no apparent decisive effect shown from the use of the reporting form, the teachers' assessment indicated that certain sections were worth preserving.

This writer concludes, from the teachers' responses, that the sections generating information related to parental goals, pupil work habit rating, and the summary (how parents will

help at home) ought to be preserved. Teachers will be informed of the results of their efforts in this project. They will be given the opportunity to use a modification of the project form. Most important, however, they will be encouraged to confer with parents who have difficulty understanding their child early in the year, and as much as possible throughout the year.

TABLE 2

Lansdowne Educational Center Teachers' Evaluation
of the Reporting Form

Reporting form section	Teachers who rated form as						Comments
	Very helpful to:		Moderately helpful to:		Not helpful to:		
	Teacher	Parents	Teacher	Parents	Teacher	Parents	
I. Parent Goals	3	1	2	3			Helped see parental expectations for the child; helped some parents pull things together and think about what child can do
II. Pupil Academic Strengths and Weaknesses			2	2	1		Of some help in seeing strong and weak areas; leave this section out completely
III. Pupils' Work Study Behavior Strengths and Weaknesses			1	1	3	1	Helpful in seeing how social behavior corresponds to subject area strengths and weaknesses
IV. Pupils' Work Study Behavior Rating Work Sheet	2	1	1	1	2		Could better understand what work study behavior needed to be improved; helpful at home, also
V. Summary	2	2	1	1	1	1	Helped some see that parents are not seeing beyond the school year

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Reporting Form - Work Copy

Name of Pupil _____ Birthdate _____ Reporting Date _____

Former School _____

To Parents:

1. What goals, hopes, etc. do you have for your child for this school year?

_____

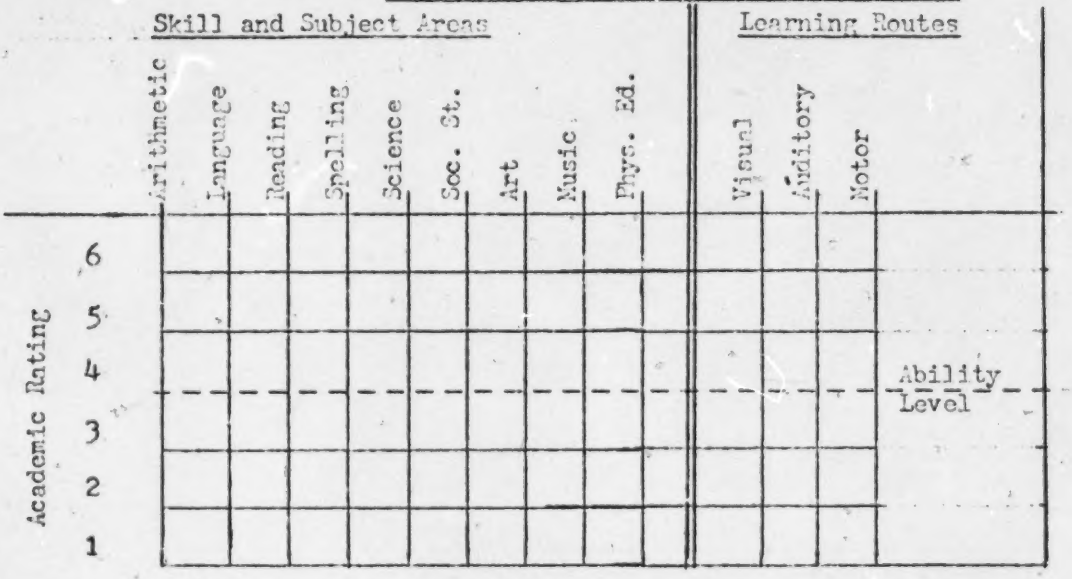
_____

2. What goals, hopes, etc. do you have for your child beyond this school year?

_____

_____

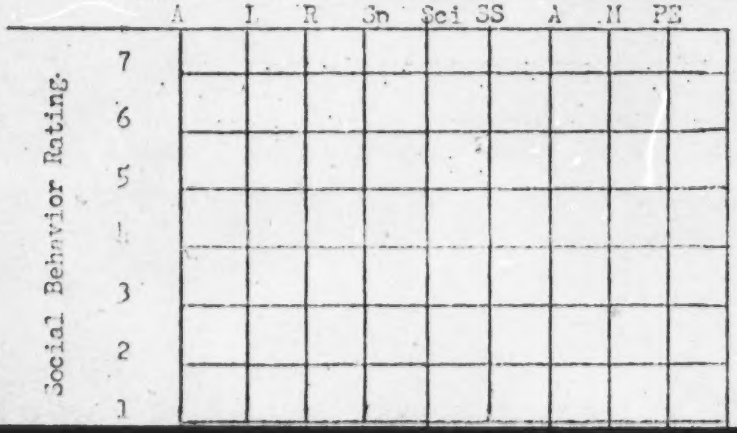
Pupil Academic Strengths and Weaknesses



Rate pupil's learning according to it's relative place above or below his estimated ability.

Place FUNCTIONING level in blocks above.
Rate pupil according to his strongest and weakest areas.

Pupil Work Study Behavior Strengths and Weaknesses



Post pupil's behavior rating on this graph according to his most and least favorable social behavior times.

Appendix A 17

Pupil's Work Study Behavior Rating Work Sheet

Pupil's Name _____

Behaviors	Subject Skill Areas								
	Arith.	Lang.	Rdg.	Spell.	Sci.	Soc.St.	Art	Music	P.E.
1. Raises hand									
2. Attends in class									
3. Peer relations satisfactory									
4. Cooperates with teachers									
5. Remains in designated area									
6. Tries to finish work									
7. Contributes to discussion									
Composite Average									

Guidelines:
1. If the pupil exhibits the above behaviors most or all of the time during the cited lesson times, check the block where the subject/skill area coincides with the specific behavior.
2. Rate the pupil by considering his compliance with all 7 behaviors per skill or subject area before going to the next s/s area.
3. Add up the number of checks. Place the sum in the score box.

Summary:

1. Parental Input:

_____

_____

In what way(s) are they going to assist the child to attain these goals?

_____

_____

2. Teacher Input:
Concrete Suggestions (Based upon Academic and Social Behavior Profile) in regard to home expectations:

_____

_____

_____

LANSDOWNE EDUCATIONAL CENTER
PRE AND POST-CONFERENCE EVALUATIONS.

TEACHER: D.Bunker

PUPIL'S NAME	TEACHER-COUNSELOR EVALUATIONS: Pre-conference evaluation indicates parents needing improved understanding of their child	Post-conference evaluation indicating improved pupil performance	POST-CONFERENCE PARENTS' SELF-EVALUATION: Parents feel that understanding of child's learning problem is: Better	Better, but needs more information	The same	Parents feel that understanding of child's stronger areas is: Better	Better, but needs more information	The same	Because of what parents now understand about child's learning problem, understanding of child will be better at: School	Home	Neither	Because of what parents now understand about child's strengths, understanding of child will be better at: School	Home	Neither	Parents think they are: Already able to use some of the teacher's suggestions	Able to use some of teacher's suggestions, but still need some help	Not able to help child at home	No conference with teacher this year
1. L.B.	X																	
2. C.B.	X	X																
3. L.F.	X	X																
4. M.G.	X	X	X			X			X	X		X	X		X			
5. J.H.																		
6. R.M.	X	X																
7. Bod. M.	X																	
8. Rob. M.	X	X																
9. T.P.	X	X	X			X			X	X		X	X		X			
10.E.S.	X	X																
11.D.Y.	X	X		X														
12.C.B.																		
13.																		
14.																		

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LANSDOWNE EDUCATIONAL CENTER
PRE AND POST-CONFERENCE EVALUATIONS

TEACHER

S. Strube

PUPIL'S NAME	TEACHER-COUNSELOR EVALUATIONS: Pre-conference evaluation indicates parents needing improved understanding of their child	TEACHER-COUNSELOR EVALUATIONS: Post-conference evaluation indicating improved pupil performance	POST-CONFERENCE PARENTS' SELF-EVALUATION: Parents feel that understanding of child's learning problem is: Better	Better, but needs more information	The same	Parents feel that understanding of child's stronger areas is: Better	Better, but needs more information	The same	Because of what parents now understand about child's learning problem, understanding of child will be better at: School	Home	Neither	Because of what parents now understand about child's strengths, understanding of child will be better at: School	Home	Neither	Parents think they are: Already able to use some of the teacher's suggestions	Able to use some of teacher's suggestions, but still need some help	Not able to help child at home	No conference with teacher this year
1. Rob. A.																			
2. Rick. A.																			
3. S.C.																			
4. G.D.																			
5. J.J.																			
6. H.K.																			
7. C.N.	x																		
8. D.M.																			
9. E.S.	x	x																	
10.																			
11.																			
12.																			
13.																			
14.																			

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LANSDOWNE EDUCATIONAL CENTER
PRE AND POST-CONFERENCE EVALUATIONS

TEACHER

D. Laws

PUPILS LAWS	TEACHER-COUNSELOR EVALUATIONS: Pre-conference evaluation indicates parents needing improved understanding of their child	Post-conference evaluation indicating improved pupil performance	POST-CONFERENCE PARENTS' SELF-EVALUATION: Parents feel that understanding of child's learning problem is: Better	Better, but needs more information	The same	Parents feel that understanding of child's stronger areas is: Better	Better, but needs more information	The same	Because of what parents now understand about child's learning problem, understanding of child will be better at: School	Home	Neither	Because of what parents now understand about child's strengths, understanding of child will be better at: School	Home	Neither	Parents think they are: Already able to use some of the teacher's suggestions	Able to use some of teacher's suggestions, but still need some help	Not able to help child at home	No conference with teacher this year
1. A.B.	x																	
2. S.C.	x	x		x			x			x			x			x		
3. S.H.	x	x		x			x			x			x			x		
4. S.K.																		
5. A.M.	x	x																
6. D.M.	x																	x
7. E.P.																		
8. P.Y.	x	x																
9.																		
10.																		
11.																		
12.																		
13.																		
14.																		

Appendix B 20

LANSDOWNE EDUCATIONAL CENTER
PRE AND POST-CONFERENCE EVALUATIONS

TEACHER

V.Kirley

PUPIL'S NAME	TEACHER-COUNSELOR EVALUATIONS: Pre-conference evaluation indicates parents needing improved understanding of their child	Post-conference evaluation indicating improved pupil performance	POST-CONFERENCE PARENTS' SELF-EVALUATION: Parents feel that understanding of child's learning problem is: Better	Better, but needs more information	The same	Parents feel that understanding of child's stronger areas is: Better	Better, but needs more information	The same	Because of what parents now understand about child's learning problem, understanding of child will be better at: School	Home	Neither	Because of what parents now understand about child's strengths, understanding of child will be better at: School	Home	Neither	Parents think they are: Already able to use some of the teacher's suggestions	Able to use some of teacher's suggestions, but still need some help	Not able to help child at home	No conference with teacher this year
1. M.A.	x																	x
2. B.F.																		
3. R.H.	x	x																
4. T.J.																		
5. W.L.																		
6. L.B.	x	x																
7. J.R.																		
8. S.S.																		
9. J.M.																	x	
10.																		
11.																		
12.																		
13.																		
14.																		

LANSDOWNE EDUCATIONAL CENTER
PRE AND POST-CONFERENCE EVALUATIONS

TEACHER
J. Rankin

| PUPIL'S INITIALS | TEACHER-CONFERENCE EVALUATIONS | | POST-CONFERENCE PARENTS' SELF-EVALUATION | | |

HEBBVILLE EDUCATIONAL CENTER

PRE AND POST-CONFERENCE EVALUATIONS

TEACHER

K. Cramer

PUPIL'S NAME	TEACHER-COUNSELOR EVALUATIONS: Pre-conference evaluation indicates parents needing improved understanding of their child	Post-conference evaluation indicating improved pupil performance	POST-CONFERENCE PARENTS' SELF-EVALUATION: Parents feel that understanding of child's learning problem is: Better	Better, but needs more information	The same	Parents feel that understanding of child's stronger areas is: Better	Better, but needs more information	The same	Because of what parents now understand about child's learning problem, understanding of child will be better at: School	Home	Neither	Because of what parents now understand about child's strengths, understanding of child will be better at: School	Home	Neither	Parents think they are: Already able to use some of the teacher's suggestions	Able to use some of teacher's suggestions, but still need some help	Not able to help child at home	No conference with teacher this year
1. A.B.	x																	
2. T.B.	x																	
3. D.D.	x	x																
4. R.H.	x	x																
5. D.M.	x	x																
6. J.K.	x																	
7. G.M.	x																	
8. C.M.	x																	
9. J.Mor.	x	x																
10. M.P.	x																	
11. S.S.	x	x		x			x			xx			xx			x		
12. G.T.	x	x																
13.																		
14.																		

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HEBBVILLE EDUCATIONAL CENTER
PRE AND POST-CONFERENCE EVALUATIONS

TEACHER

I.Mclaughlin

PUPIL'S NAME	TEACHER-COUNSELOR EVALUATIONS: Pre-conference evaluation indicates parents needing improved understanding of their child	Post-conference evaluation indicating improved pupil performance	POST-CONFERENCE PARENTS' SELF-EVALUATION: Parents feel that understanding of child's learning problem is: Better	Better, but needs more information	The same	Parents feel that understanding of child's stronger areas is: Better	Better, but needs more information	The same	Because of what parents now understand about child's learning problem, understanding of child will be better at: School	Home	Neither	Because of what parents now understand about child's strengths, understanding of child will be better at: School	Home	Neither	Parents think they are: Already able to use some of the teacher's suggestions	Able to use some of teacher's suggestions, but still need some help	Not able to help child at home	No conference with teacher this year
1. G.	X																	X
2. C F.	X	X	X				X		X	X		X	X		X			
3. D.G.	X				X			X			X			X			X	
4. D.J.	X																X	
5. L.Ker.	X	X	X			X											X	
6. L. Key.	X	X	X															
7. C.M.	X		X			X			X			X			X			
8. K.N.	X	X	X			X			X	X		X	X		X			
9. T.P.																		X
10. S.R.																		X
11. D.S.	X	X																
12. M.S.	X	X	X			X			X	X					X			
13. M.W.																		X
14. E.Z.	X																	

Appendix B 24

HEBBVILLE EDUCATIONAL CENTER
PRE AND POST-CONFERENCE EVALUATIONS

TEACHER

J. Levitt

PUPIL'S NAME	TEACHER-CONFERENCE EVALUATIONS	Pre-conference evaluation indicates parents needing improved understanding of their child	Post-conference evaluation indicating improved pupil performance	POST-CONFERENCE PARENTS' SELF-EVALUATION	Parents feel that understanding of child's learning problem is: Better	Better, but needs more information	The same	Parents feel that understanding of child's stronger areas is: Better	Better, but needs more information	The same	Because of what parents now understand about child's learning problem, understanding of child will be better at: School	Home	Neither	Because of what parents now understand about child's strengths, understanding of child will be better at: School	Home	Neither	Parents think they are: Already able to use some of the teacher's suggestions	Able to use some of teacher's suggestions, but still need some help	Not able to help child at home	No conference with teacher this year
1. R.A.		x	x																	
2. S.B.																				x
3. J.C.		x	x			x			x			x			x			x		
4. J.E.		x	x																	
5. C.G.		x	x			x		x					x		x				x	
6. P.H.		x	x																	
7. J.K.		x	x				x			x			x			x		x		
8. D.M.		x																		
9. B.P.		x			x			x				x			x	x		x		
10. V.R.					x			x				x			x				x	x
11. L.S.		x																		
12. T.S.																				
13. S.S.		x			x			x			x	x			x	x		x		
14. C.W.																				